

LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2	
	BUILDING BACKGROUND		READING	
<p>Reading, Writing, Listening, Speaking, Viewing</p> <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <p>Smart Place</p> </div> <p>Use the electronic Meet the Mentor to learn more about <i>Mae Jemison: Astronaut</i>.</p>	<ul style="list-style-type: none"> •Meet the Mentor, T10–T11 <ul style="list-style-type: none"> –Meet the Mentor Video: Mae Jemison, Astronaut •Build Background, T12–T13 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> outdoorsmen ✓ compass ✓ quest white-water ✓ wilderness canoeing freeze-dried –Transparency 1 ★–Literacy-at-Work Book, p. 5 ✓•QuickWrite, T12 ◆•Smart Place Option, T10 •Technology Option, T13 	<ul style="list-style-type: none"> •Prepare to Teach, T14 •Read The Lost Lake, T16–T29 <ul style="list-style-type: none"> *✓–Guided Reading—Key Strategy: Make Inferences •Writing: Write a First-Person Narrative, T38–T39 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 7 –Transparency 2 ◆•Smart Place Options, T16, T18 •Technology Option, T18 		
<p>Spelling</p>	<p>Words With Long i, T41</p> <p>–Pretest—Spelling Practice, p. 43</p> <p>highlight shy sight delight highway slight sigh freeze-dried dry sly deny lie tie fry eyesight skylight buy kayak thigh flight</p>	<ul style="list-style-type: none"> •Teach: Various Spellings for Long i, T41 ★–Spelling Practice, p. 13 		
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> •Grammar: Declarative/Interrogative Sentences, T40 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Grammar: Declarative/Interrogative Sentences, T40 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ★–Grammar, Usage, Mechanics Practice, p. 25 •Daily Language Practice, R14 		
<p>Second Language Learners</p> <p>(See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Summarize, T10 –Use Visuals, T13 <p>ESL Teaching Plan: Recognize Direct Questions</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Use Visuals, T16 –Model, T20 <p>ESL Teaching Plan: Ask Partners Questions</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>		
<p>Teacher's Notes</p>				

PLAN I: The Lost Lake and “Pushing the Limits” (T7–T48)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading The Lost Lake, T16–T29 ✓ •Comprehension Check, T29 –Revisit for Skills, T16–T29 •Writing, T38–T39 –Draft ◆•Smart Place Option, T39 	<ul style="list-style-type: none"> •Read “Pushing the Limits,” T30–T35 –Revisit for Skills, T30–T39 ✓ •Assess Reading, T36 –Literacy-at-Work Book, p. 6 •Writing, T38–T39 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *✓ –Make Inferences, T44–T45 ☆ –Literacy-at-Work Book, pp. 8, 9, 10 –Transparency 3 ◆•Smart Place Option, T33 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T46–T47 ☆ –Idea File, T37 –Cultural Connections, T37 ◆•Technology Option, T37 •Writing, T38–T39 –Share •Integrated Learning, T48 –Literacy-at-Work Book, p. 11 •Integrated Curriculum Options, R2–R3
<ul style="list-style-type: none"> •Practice: /i/ Chart, T41 	<ul style="list-style-type: none"> •Apply to Writing: Check First-Person Narratives, T41 	<ul style="list-style-type: none"> •Post Test, T41
<ul style="list-style-type: none"> ✓ •Mechanics: Contractions, T40 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> ✓ •Mechanics: Contractions, T40 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 26 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T42–T43 •Daily Language Practice, R14 ◆•Technology Option, T43
<p>Supporting All Learners ESL: –Make Connections, T23</p> <p>ESL Teaching Plan: Identify Camping Trip Items</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>	<p>Supporting All Learners ESL: –Peer Partners, T30 –Hands-On Learning, T32 –Record, T39</p> <p>ESL Teaching Plan: Hold a Question-Response Session</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T42</p> <p>ESL Teaching Plan: Write a Letter</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>

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	BUILDING BACKGROUND		READING	
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Perform a Choral Reading, T52–T53 <ul style="list-style-type: none"> –Recite So Will I –Transparency 4 •Build Background, T54–T55 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> prairie bonnet flax ✓paddock ✓buzzards ✓tumbleweeds petticoat meadowlands –Transparency 5 ☆–Literacy-at-Work Book, p. 12 ✓•QuickWrite, T54 ◆•Smart Place Option, T52 <ul style="list-style-type: none"> •Technology Option, T55 		<ul style="list-style-type: none"> •Prepare to Teach, T56 •Read From Sarah, Plain and Tall, T58–T75 <ul style="list-style-type: none"> *✓–Guided Reading—Key Strategy: Paraphrase •Writing: Write a Description Comparing Two Settings, T78–T79 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 14 –Transparency 6 ◆•Smart Place Options, T58, T79 <ul style="list-style-type: none"> •Technology Option, T64 	
Spelling	<p>Words With /ar/, T81</p> <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 43 <p>bargain starch barn marble darken barber carve target yard garden harsh artist cartoon carton partner meadowlark regard army charm barge</p>		<ul style="list-style-type: none"> •Teach: Words With /ar/ Spelled <i>ar</i>, T81 	
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Compound Subjects, T80 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Compound Subjects, T80 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 27 •Daily Language Practice, R14 	
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL: –Compare and Contrast, T55</p> <p>ESL Teaching Plan: Make a Comparison Chart</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>		<p>Supporting All Learners ESL: –Make Connections, T58 –Hands-On Learning, T62 –Assist in Process, T79</p> <p>ESL Teaching Plan: Use Illustrations to Make Comparisons</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>	
Teacher's Notes				

PLAN II: From Sarah, Plain and Tall (T49–T90)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T58–T75 ✓ •Comprehension Check, T75 –Revisit for Skills, T58–T75 •Writing, T78–T79 –Draft ◆ •Smart Place Option, T72 	<ul style="list-style-type: none"> •Assess Reading, T76 –Literacy-at-Work Book, p. 13 Writing, T78–T79 –Revise •Building Skills and Strategies *✓ –Paraphrase, T84–T85 ☆ –Literacy-at-Work Book, pp. 15, 16, 17 –Transparency 7 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T88–T89 ☆ –Idea File, T77 –Cultural Connections, T77 Writing, T78–T79 –Share •Building Skills and Strategies ✓ –Structural Clues: Contractions, T86–T87 ☆ –Literacy-at-Work Book, pp. 18, 19 –Transparency 8 •Integrated Learning, T90 –Literacy-at-Work Book, p. 20 •Integrated Curriculum Options, R4–R5 ✎ •Workshop Options: –How to Make an Exploration Map, T91–T95 –Use Maps, T96–T97 ◆ •Smart Place Options, T77, T92
<ul style="list-style-type: none"> •Practice: Create a Graphic Organizer, T81 	<ul style="list-style-type: none"> •Apply to Writing: Proofread for /ar/ in Setting Comparisons, T81 	<ul style="list-style-type: none"> •Post Test, T81
<ul style="list-style-type: none"> •Mechanics: Commas: Direct Address, T80 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Commas: Direct Address, T80 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 28 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T82–T83 ◆ •Technology Option, T82 •Smart Place Option, T83 •Daily Language Practice, R14
<p>Supporting All Learners ESL: –Paraphrase, T65 –Read Aloud, T72 –Use Visuals, T75</p> <p>ESL Teaching Plan: Make <i>Night and Day</i> Comparisons</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>	<p>Supporting All Learners ESL: –Peer Partners, T85</p> <p>ESL Teaching Plan: Write Using Present-Tense Verbs</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>	<p>Supporting All Learners ESL: –Hands-On Learning, T87 –Assist in Process, T97</p> <p>ESL Teaching Plan: Write an Essay Comparing People</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>

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LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2																					
	BUILDING BACKGROUND		READING																					
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Have a Debate, T104–T105 <ul style="list-style-type: none"> –Living at the North Pole –Transparency 9 •Build Background, T106–T107 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓arctic ✓pressure ridge ✓frostbitten ✓polar rescued –Transparency 10 ☆–Literacy-at-Work Book, p. 24 ✓•QuickWrite, T106 ◆•Smart Place Option, T104 ◆•Technology Option, T107 		<ul style="list-style-type: none"> •Prepare to Teach, T108 •Read “All the Way There,” T110–T119 <ul style="list-style-type: none"> *✓ Guided Reading—Key Strategy: Setting •Writing: Write a Biography of a Historical Figure, T124–T125 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 26 –Transparency 11 ◆•Smart Place Option, T110 																					
Spelling	<p>Words With /yoo/, T127 –Pretest—Spelling Practice, p. 44</p> <table border="0"> <tr> <td>preview</td> <td>youth</td> <td>union</td> <td>rescue</td> </tr> <tr> <td>usual</td> <td>humor</td> <td>uniform</td> <td>beautiful</td> </tr> <tr> <td>beauty</td> <td>music</td> <td>human</td> <td>value</td> </tr> <tr> <td>regular</td> <td>continue</td> <td>argue</td> <td>unit</td> </tr> <tr> <td>due</td> <td>few</td> <td>view</td> <td>review</td> </tr> </table>		preview	youth	union	rescue	usual	humor	uniform	beautiful	beauty	music	human	value	regular	continue	argue	unit	due	few	view	review	<ul style="list-style-type: none"> •Teach: Spellings for /yoo/, T127 ☆–Spelling Practice, p. 15 	
preview	youth	union	rescue																					
usual	humor	uniform	beautiful																					
beauty	music	human	value																					
regular	continue	argue	unit																					
due	few	view	review																					
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Verbs: Past/Present Tense, T126 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R14 		<ul style="list-style-type: none"> ✓•Grammar: Verbs: Past/Present Tense, T126 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 29 •Daily Language Practice, R14 																					
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<p>Supporting All Learners ESL: –Hands-On Learning, T107</p> <p>ESL Teaching Plan: Review Adverbs Indicating Time Sequence</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>		<p>Supporting All Learners ESL: –Guided Questions, T110</p> <p>ESL Teaching Plan: Relate Personal Highlights</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>																					
Teacher’s Notes																								

PLAN III: “All the Way There” and “Standing Up for Antarctica” (T101–T136)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T110–T119 ✓ •Comprehension Check, T119 –Revisit for Skills, T110–T119 •Writing, T124–T125 –Draft ◆•Technology Option, T125 	<ul style="list-style-type: none"> •Read “Standing Up for Antarctica,” T120–T121 –Revisit for Skills, T120–T121 ✓ •Assess Reading, T122 –Literacy-at-Work Book, p. 25 •Writing, T124–T125 –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *✓ –Setting, T130–T131 ☆ –Literacy-at-Work Book, pp. 27, 28, 29 –Transparency 12 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T134–T135 ☆ –Idea File, T123 –Cultural Connections, T123 ◆•Smart Place Option, T123 •Writing, T126–T127 –Share •Building Skills and Strategies <ul style="list-style-type: none"> ✓ –Synonyms/Antonyms, T132–T133 ☆ –Literacy-at-Work Book, pp. 28, 30, 31 –Transparency 13 •Integrated Learning, T136 –Literacy-at-Work Book, p. 32 •Integrated Curriculum Options, R6–R7
<ul style="list-style-type: none"> •Practice: Sound Chart, T127 	<ul style="list-style-type: none"> •Apply to Writing: Review Writing Samples, T127 	<ul style="list-style-type: none"> •Post Test, T127
<ul style="list-style-type: none"> •Mechanics: Capitalizing First Word, T126 –Teach and Model •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Mechanics: Capitalizing First Word, T126 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 30 •Daily Language Practice, R14 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T128–T129 •Daily Language Practice, R14 ◆•Smart Place Option, T129
<p>Supporting All Learners ESL: –Take Notes/Chunk, T116</p> <p>ESL Teaching Plan: Make a Trail Map</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>	<p>Supporting All Learners ESL: –Peer Partners, T120 –Use Visuals, T131</p> <p>ESL Teaching Plan: Research and Report</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>	<p>Supporting All Learners ESL: –Writing/Viewing, T128</p> <p>ESL Teaching Plan: Write Sentences</p> <p>Biblioteca Solares: ¿Qué son los científicos?</p>

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LITERACY PLACE WEEKLY LESSON PLANNER

	DAY 1		DAY 2
	BUILDING BACKGROUND		READING
Reading, Writing, Listening, Speaking, Viewing	<ul style="list-style-type: none"> •Conduct Interviews, T140–T141 –Transparency 14 •Build Background, T142–T143 –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> ✓ space shuttle space mission astronaut ✓ weightlessness ✓ launches space suit spaceship –Transparency 15 ☆–Literacy-at-Work Book, p. 33 ✓•QuickWrite, T142 ◆•Smart Place Option, T140 –Technology Option, T143 		<ul style="list-style-type: none"> •Prepare to Teach, T144 •Read “Astronaut: Dr. Mae Jemison,” T146–T149 –Revisit for Skills: T146–T149 •Writing: Write a Science Fiction Story, T166–T167 –Prewrite –Literacy-at-Work Book, p. 36 –Transparency 16 ◆•Smart Place Option, T167
Spelling	<ul style="list-style-type: none"> Compound Words, T169 –Pretest—Spelling Practice, p. 44 spaceship spacecraft spacesuit spacewalk space shuttle space station space capsule outer space mission control launch pad control pad control tower station break station wagon air base head start science fiction weather station landing gear wind tunnel time limit 		<ul style="list-style-type: none"> •Teach: Open and Closed Compounds, T169 ☆–Spelling Practice, p. 16
Grammar, Usage, Mechanics	<ul style="list-style-type: none"> ✓•Grammar: Object Pronouns, T168 –Teach and Model •Daily Language Practice, R15 		<ul style="list-style-type: none"> ✓•Grammar: Object Pronouns, T168 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 31 •Daily Language Practice, R15
Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)	<ul style="list-style-type: none"> Supporting All Learners ESL: –Peer Partners, T143 ESL Teaching Plan: Identify and Read Dialogue Biblioteca Solares: Roxaboxen 		<ul style="list-style-type: none"> Supporting All Learners ESL: –Brainstorm, T146 ESL Teaching Plan: Write a Dialogue Scene Biblioteca Solares: Roxaboxen
Teacher’s Notes			

PLAN IV: “Astronaut: Dr. Mae Jemison” and The Best New Thing (T137–T176)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> ○•Read The Best New Thing, T150–T163 <ul style="list-style-type: none"> *✓ –Guided Reading—Key Strategy: Cause/Effect •Writing, T166–T167 <ul style="list-style-type: none"> –Draft ◆•Smart Place Option, T150 	<ul style="list-style-type: none"> •Complete Reading, T150–T163 <ul style="list-style-type: none"> ✓•Comprehension Check, T163 <ul style="list-style-type: none"> –Revisit for Skills, T146–T153 ✓•Assess Reading, T164 <ul style="list-style-type: none"> –Literacy-at-Work Book, p. 34 Writing, T166–T167 <ul style="list-style-type: none"> –Revise •Building Skills and Strategies <ul style="list-style-type: none"> *–Cause/Effect, T172–T173 ☆–Literacy-at-Work Book, pp. 37, 38, 39 <ul style="list-style-type: none"> –Transparency 17 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒–Trade Books, T174–T175 ☆–Idea File, T165 <ul style="list-style-type: none"> –Cultural Connections, T165 Writing, T166–T167 <ul style="list-style-type: none"> –Share •Integrated Learning, T176 <ul style="list-style-type: none"> –Literacy-at-Work Book, p. 40 •Integrated Curriculum Options, R8–R9 ✎•Workshop Options: <ul style="list-style-type: none"> –How to Create a Team Profile, T177–T181 <ul style="list-style-type: none"> –Use Newspapers and Magazines, T182–T183 ◆•Technology Option, T157 •Smart Place Option, T178
<ul style="list-style-type: none"> •Practice: Chart, T169 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Science Fiction Stories for Compound Words, T169 	<ul style="list-style-type: none"> •Post Test, T169
<ul style="list-style-type: none"> ✓•Usage: Adverbs: Comparisons, T168 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓•Usage: Adverbs: Comparisons, T168 <ul style="list-style-type: none"> –Put It in Context <ul style="list-style-type: none"> –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 32 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T170–T171 ◆•Technology Option, T170 •Daily Language Practice, R15
<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Use Visuals, T150 –Graphic Device, T154 –Use Visuals, T167 <p>ESL Teaching Plan: Create a Solar System Poster</p> <p>Biblioteca Solares: Roxaboxen</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Make Connections, T161 <p>ESL Teaching Plan: Record a Conversation in Space</p> <p>Biblioteca Solares: Roxaboxen</p>	<p>Supporting All Learners ESL:</p> <ul style="list-style-type: none"> –Writing/Speaking, T170 <p>ESL Teaching Plan: Write a Newspaper Article Using Direct Quotations</p> <p>Biblioteca Solares: Roxaboxen</p>

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GRADE 4, UNIT 3: “Discovery Teams”
 PLAN V: The Great Kapok Tree (T187–T222)

WEEK OF _____

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T194–T209 ✓ •Comprehension Check, T209 –Revisit for Skills, T194–T209 •Writing, T212–T213 –Draft ◆ •Smart Place Option, T202 	<ul style="list-style-type: none"> ✓ •Assess Reading, T210 –Literacy-at-Work Book, p. 45 •Writing, T212–T213 –Revise •Building Skills and Strategies * –Draw Conclusions, T212–T213 ☆ –Literacy-at-Work Book, pp. 47, 48, 49 –Transparency 21 	<ul style="list-style-type: none"> •Reading Options <ul style="list-style-type: none"> ☒ –Trade Books, T220–T221 ☆ –Idea File, T211 ◆ •Smart Place Option, T211 –Cultural Connections, T211 •Writing, T212–T213 –Share •Integrated Learning, T222 –Literacy-at-Work Book, p. 50 •Integrated Curriculum Options, R10–R11
<ul style="list-style-type: none"> •Practice: Chart, T215 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Persuasive Stories, T215 	<ul style="list-style-type: none"> •Post Test, T215
<ul style="list-style-type: none"> ✓ •Mechanics: Commas, T214 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> ✓ •Mechanics: Commas, T214 –Put It in Context –Apply to Writing –Grammar, Usage, Mechanics Practice, p. 34 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T216–T217 ◆ •Technology Option, T216 •Daily Language Practice, R15
Supporting All Learners ESL: –Guided Questions, T206 ESL Teaching Plan: Describe Using Visual Clues Biblioteca Solares: Roxaboxen	Supporting All Learners ESL: –Hands-On Learning, T219 ESL Teaching Plan: Paraphrase an Animal’s Speech Biblioteca Solares: Roxaboxen	Supporting All Learners ESL: –Reading/Viewing, T217 ESL Teaching Plan: Write a Poem or Song Biblioteca Solares: Roxaboxen

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 Homework

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	BUILDING BACKGROUND		READING	
<p>Reading, Writing, Listening, Speaking, Viewing</p> <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-top: 10px;"> <p>Smart Place</p> </div> <p>The Desert Beneath the Sea is a Smart Place CD-ROM selection.</p>	<ul style="list-style-type: none"> •Conduct an Experiment, T226–T227 <ul style="list-style-type: none"> –Create Science Discovery Teams –Transparency 22 •Build Background, T228–T229 <ul style="list-style-type: none"> –Activate Prior Knowledge –Develop Vocabulary: <ul style="list-style-type: none"> marine biologist findings tilefish ✓ coral reefs ✓ excavate deep-sea ✓ submersible –Transparency 23 ☆–Literacy-at-Work Book, p. 51 ✓•QuickWrite, T228 ◆•Smart Place Options, T226, T229 	<ul style="list-style-type: none"> •Prepare to Teach, T230 <ul style="list-style-type: none"> ○•Read From The Desert Beneath the Sea, T232–T243 <ul style="list-style-type: none"> *–Guided Reading—Key Strategy: Summarize •Writing: Write a Nonfiction Account About a Favorite Place, T252–T255 <ul style="list-style-type: none"> –Prewrite –Literacy-at-Work Book, p. 53 ◆•Smart Place Options, T230, T232 		
<p>Spelling</p>	<ul style="list-style-type: none"> Review, T257 <ul style="list-style-type: none"> –Pretest—Spelling Practice, p. 45 Plan I: freeze-dried, buy, eyesight, kayak, thigh Plan II: garden, harsh, target, partner, regard Plan III: rescue, usual, beautiful, human, continue Plan IV: space shuttle, mission control, launch pad, science fiction, control tower Plan V: jaguar, squawking, plodded, boa constrictor, scampered 	<ul style="list-style-type: none"> •Teach: Analyze Words and Discuss Principles and Generalizations, T257 <ul style="list-style-type: none"> ☆–Spelling Practice, p. 18 		
<p>Grammar, Usage, Mechanics</p>	<ul style="list-style-type: none"> •Grammar: Adjectives: Comparison, T256 <ul style="list-style-type: none"> –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Grammar: Adjectives: Comparison, T256 <ul style="list-style-type: none"> –Put It in Context –Apply to Writing ☆–Grammar, Usage, Mechanics Practice, p. 35 •Daily Language Practice, R15 		
<p>Second Language Learners (See ESL Teaching Plan for a comprehensive alternative lesson.)</p>	<ul style="list-style-type: none"> ESL Teaching Plan: Practice With Prepositions Biblioteca Solares: Roxaboxen 	<ul style="list-style-type: none"> Supporting All Learners ESL: <ul style="list-style-type: none"> –Use Visuals, T232 –Teacher Tip, T253 ESL Teaching Plan: Explain a Recipe Process Biblioteca Solares: Roxaboxen 		
<p>Teacher's Notes</p>				

PLAN VI: From The Desert Beneath the Sea and “The Jason Project: Passport to Adventure” (T223–T263)

DAY 3	DAY 4	DAY 5
READING	BUILDING SKILLS AND STRATEGIES	BUILDING SKILLS AND STRATEGIES
<ul style="list-style-type: none"> •Complete Reading, T232–T243 ✓ •Comprehension Check, T243 –Revisit for Skills, T232–T243 •Writing, T252–T255 –Draft ◆ •Smart Place Options, T242, T255 	<ul style="list-style-type: none"> •Read “The Jason Project: Passport to Adventure,” T244–T249 –Revisit for Skills, T244–T249 ✓ •Assess Reading, T250 –Literacy-at-Work Book, p. 52 Writing, T252–T255 –Revise •Building Skills and Strategies * –Summarize, T260–T261 ☆ –Literacy-at-Work Book, pp. 54, 55, 56 –Transparency 24 ◆ •Smart Place Option, T260 	<ul style="list-style-type: none"> •Reading Options ☒ –Trade Books, T262–T263 ☆ –Idea File, T251 –Cultural Connections, T251 Writing, T252–T255 –Proofread –Publish •Integrated Curriculum Options, R12–R13 📎 •Project Options: –How to Create a Multimedia Presentation, T266–T271 –Speak Clearly and Expressively, T272–T273 ◆ •Smart Place Options, T251, T266
<ul style="list-style-type: none"> •Practice: Star Graphic, T257 	<ul style="list-style-type: none"> •Apply to Writing: Proofread Nonfiction Accounts, T257 	<ul style="list-style-type: none"> •Post Test, T257
<ul style="list-style-type: none"> •Usage: Verb Tenses, T256 –Teach and Model •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Usage: Verb Tenses, T256 –Put It in Context –Apply to Writing ☆ –Grammar, Usage, Mechanics Practice, p. 36 •Daily Language Practice, R15 	<ul style="list-style-type: none"> •Integrated Language Arts Options, T258–T259 ◆ •Smart Place Option, T259 •Daily Language Practice, R15
<p>Supporting All Learners ESL: –Peer Partners, T243</p> <p>ESL Teaching Plan: Write a Caption</p> <p>Biblioteca Solares: Roxaboxen</p>	<p>Supporting All Learners ESL: –Brainstorm, T244 –Assist in Process, T261</p> <p>ESL Teaching Plan: Write a Journal Entry</p> <p>Biblioteca Solares: Roxaboxen</p>	<p>Supporting All Learners ESL: –Reading/Viewing, T258 –Build on Success, T273</p> <p>ESL Teaching Plan: Write About an Imaginary Voyage</p> <p>Biblioteca Solares: Roxaboxen</p>

✓ = Assessed	☒ = Trade Book	☆ = Option	📎 = Workshop	☐ = Project	* = Key Strategy	○ = Audiocassette	◆ = Technology
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